DOCUMENT RESUME

ED 338 263 IR 053 812

AUTHOR Markes, Mary J.
TITLE An Analysis of the Multi-Cultural Awareness Shown in Popular American Children's Periodicals.
PUB DATE Mar 91
NOTE 60p.; Requirement for an M.S. degree, Mankato University.
PUB TYPE Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Check Lists; *Childrens Literature; *Cultural Pluralism; Data Collection; Elementary Education; Intermediate Grades; *Learning Resources Centers; Library Collections; *Library Material Selection; *Multicultural Education; *Periodicals; School Libraries; Stereotypes

ABSTRACT

Designed to provide guidance to elementary or middle school library media specialists in the selection of periodicals that will support a school's multicultural goals and objectives, this study developed a checklist and used it to analyze the treatment given to children and adults of various racial and ethnic groups in 15 of the most popular American magazines for children in the 10- to 12-year-old age range. The study had three parts: (1) the editor of each of the selected magazines was contacted and asked whether that magazine has an editorial policy or mission statement governing the treatment of minority-group members in the articles, illustrations, or advertisements published; (2) an evaluation tool was designed; and (3) the checklist was used to analyze three randomly selected issues published in 1990 of each of the magazines. It was found that most of these children's magazines exhibit multicultural awareness in their illustrations and advertising, although articles featuring minority group children or adults are not yet representative of the population; there is still a tendency toward tokenism, especially in illustrations; stereotypes are rare, but more apt to appear in pictures of American Indians or in representations of black males as athletes or entertainers; the percentage of representation of a particular race or ethnic group approximates the 1988 Census Bureau estimates. Analyses of the data for each of the magazines provide detailed information on that magazine's status for each of the variables. Appendices contain a list of the magazines used in the study, a list of other magazines cited, the magazine list by circulation, sample letters to the magazine editor and circulation manager, the Children's Periodical Checklist, and a copy of Minnesota State Board of Education rules pertaining to multi-cultural and gender-fair curriculum. (39 references) (MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED338263

AN ANALYSIS OF THE MULTI-CULTURAL AWARENESS SHOWN IN POPLUAR AMERICAN CHILDREN'S PERIODICALS

A REPORT PRESENTED IN

LIBRARY MEDIA EDUCATION 692(3), RESEARCH METHODS

IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF SCIENCE AT

MANKATO STATE UNIVERSITY

MANKATO, MINNESOTA

BY

Mary J. Markes

March, 1991

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary J. Markes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR053812

BEST COPY AVAILABLE

TABLE OF CONTENTS

Page

List of Tables.....iv

Chapter

I. INTRODUCTION.....1

Background.....2

Need for the Study.....5

Purpose of the Study.....5

Assumptions.....6

Limitations.....7

Definition of Terms.....8

II. REVIEW OF THE LITERATURE.....10

III. PLAN FOR THE STUDY.....15

Parts of the Survey.....15

Methodology.....18

IV. PRESENTATION OF THE FINDINGS.....20

Editorial Response: Policy.....20

Editorial Response: Advertising.....25

Results of the Survey: Articles.....26

Results of the Survey: Illustrations.....28

Results of the Survey: Advertisements.....30

Results of the Survey: by Racial or Ethnic Group.....33

V. CONCLUSIONS.....38

Recommendations for Further Study.....40

SUMMARY.....41

Bibliography.....42

Appendices

A. List of Magazines Used in the Study . 46

B. Other Magazines Cited.....48

C. Magazine List by Circulation.....50

D. Sample Letter to the Editor.....51

E. Sample Letter to Circulation Manager.....52

F. Children's Periodical Checklist.....53

G. Minnesota State Board of Education Rules Part 3500.0550.....55

CHAPTER I

INTRODUCTION

One of the leading educational concerns in the last decade has been a growing recognition of the need for school curriculum that reflects the multicultural and multiethnic experiences of the children being served. Minnesota is the second state, following Iowa, to have mandated that school districts adopt specific plans to assure that progress is being made to integrate aspects of multicultural education into the total school program.

An important component of each plan being developed will be criteria for evaluating and selecting the resources to be used to meet those multicultural objectives adopted by each school district. Many schools have already developed evaluation tools for their committees to use, while other districts are still in the planning phase.

Among the school resources that should be evaluated just as closely as textbooks, library books and audio-visual materials, are the children's periodicals found in the school library media centers. While they are not usually thought of as curriculum materials, periodicals are instructional resources widely available to students that can and should have an effect on children's awareness of multicultural issues.

The purpose of this study was to develop an assessment tool and then to use it to analyze the treatment given to children and adults of various racial and ethnic groups in some of the most popular American children's magazines.

Background

By the year 2000, it is estimated, one out of every three school children in the United States will be non-white. Cultural and ethnic differences abound in today's schools, often within the same classroom (Klinghoffer, 1988). Educators need to deal with the fact that the curricula in most schools do not take into account the needs of children from various racial and ethnic backgrounds. The movement to promote awareness of the need for multicultural education got a firm start in the 1970's. The Brookline, Massachusetts, Public School system was a leader in curriculum development with the publication of its Multicultural Resource Handbook (Fort, 1987).

> Generally recognized goals of multi-cultural education are learning activities that:
> 1) provide students with the knowledge about human differences.
> 2) help students develop and practice using interpersonal skills
> 3) give students opportunities to develop positive attitudes toward individuals differing from themselves.
>
> (Fort, 1987)

Gollnick (1980) as quoted in Sleeter and Grant (1988) listed five similar goals for multicultural education:

1. Promoting the strength and value of cultural diversity
2. Promoting human rights and respect for those who are different from oneself
3. Promoting alternative life choices for people
4. Promoting social justice and equal opportunity for all people
5. Promoting equity in the distribution of power among groups.

Sleeter and Grant recommended that the best way to achieve these five goals was through a restructured approach towards teaching. "All these recommendations should permeate the total curriculum. All subjects should be taught multiculturally all the time."

The Minnesota State Board of Education adopted its own multicultural education requirement in December of 1988.

Rules Part 3500.0550 states that each school district must have a written plan on file with the Commissioner of Education by June, 1990, "to assure that curriculum developed for use in district schools establishes and maintains an inclusive educational program. An inclusive educational program is one which employs curriculum that is developed and delivered so that students and staff gain an understanding of 1) the cultural diversity of the United States... 2) the historical and contemporary contribution of women and men to society... 3) the historical and contemporary contributions to society by handicapped persons..." (See Appendix G)

An example of a completed plan is that adopted by the Minneapolis Public Schools' Multi-Cultural Gender-Fair Task Force. One of the six goals selected concerns school environment and includes these three objectives:

> Objective A: Students will demonstrate knowledge of, appreciation for, and respect for their own culture.
>
> Objective B: Students will develop knowledge of, appreciation for, and respect for other cultures.
>
> Objective E: The total school environment will visually and physically reflect the multicultural and gender-fair diversity inherent in the Minneapolis Public Schools. (Minneapolis Public Schools, 1989)

Meeting each of these objectives, according to the provisions of the Minneapolis plan, involves the selection of appropriate resource materials to be used in the school, and therefore, will also require a reassessment of media center materials. Many organizations such as the Council for Interracial Books for Children (CIBC) have developed and published guidelines for evaluating and selecting textbooks and library books that are bias-free. In addition, many publishers and distributors are preparing their own lists of materials written about specific racial or ethnic groups. There is little information available, though, for evaluating or selecting periodicals for the elementary or middle school media center on the basis of their sensitivity toward multicultural issues.

Need for the Study

Because periodicals are an important part of a media center collection in terms of budget, usage, timeliness and popularity with students, schools wishing to promote multicultural awareness will need to assure that the magazines purchased for student use will reflect that aim. Since selecting resources is usually a time-consuming process, and there are currently no selection tools for periodicals widely available for use by school library media staff, the need for information and advice exists to assist in choosing periodicals that demonstrate positive multicultural sensitivity.

Purpose of the Study

In order to guide the school library media staff in the selection of periodicals that will support a school's multicultural goals and objectives, this study was designed to develop and use a tool for analyzing the multicultural awareness shown in fifteen of the children's magazines most likely to be found in an elementary or middle school media center. The results provide information about which titles will be most likely to promote positive multicultural awareness by including multi-racial and multi-ethnic children and adults in their articles, illustrations and advertising. The results also show whether stereotypes or tokenism are prevalent in the portrayal of minorty-group members.

Another purpose of the research was to inquire whether any of the children's magazines selected for the study has an editorial policy or mission statement governing the treatment of minority-group members in the articles, illustrations or advertisements published, and if so, whether the policy was apparent in the contents of the magazine. It was assumed that the existence of a written policy would assure that magazine's ranking well in its sensitivity to multiracial issues.

Assumptions

In planning the study, some assumptions were made about children's periodicals and about their readers.

One assumption was that most school library media centers have at least some periodicals in their collection, and that the magazines are available for student and classroom use.

Another assumption was that nearly all school children, regardless of their race, culture or economic status, have access to magazines in school due to the availability of periodicals in the library media center and/or classroom. Therefore, readership is probably larger and more culturally diverse than that estimated by magazine publishers. Although no circulation managers voluntarily revealed racial or economic information about their subscribers for this study, it probably can be assumed that most reader surveys conducted by magazines reach only children with home subscriptions. A large portion of the actual readership may not be included in the demographic data magazines use to develop

ideas for articles and to attract advertisers. According to information obtained from the circulation departments of the magazines surveyed, between one and ten percent of their subscriptions are sold to schools and school libraries.

Limitations

To make the study more manageable, some limitations were imposed. Fifteen magazine titles were chosen to be analyzed out of the approximately 160 children's magazines now in print (Time, 24 April 1989). Those selected represent, for the most part, those with the largest circulation figures and those judged most likely to be found in a public school library media center. (See Appendix C)

Another limitation on the depth of the study was that not every issue of every magazine was analyzed. Three issues of each, all published in 1990, were selected at random to be analyzed. It is possible that some issues not chosen for the study may have included more multicultural references than the issues selected. It was observed that some magazines occasionally had entire issues devoted to a particular topic, such as "Hawaii" (Cobblestone, Dec. 1990) or Black history month, which, if deliberately selected, would have affected the results of the study.

A third limitation of the study was that analyzing the content of the articles, illustrations and advertising often became a subjective rather than an objective task. In many cases it was impossible to determine from an illustration whether a

person was supposed to represent a minority race or ethnic group, and if so, which one. In other instances, a minority-group member was used as an illustration for an article, but the story content did not actually refer to any particular group of people. In those situations, the researcher had to make subjective decisions.

Definition of Terms

Anti-bias - an active approach to challenging prejudice, stereotyping, bias, "-isms" (Derman-Sparks)

Circulation - In magazine publishing, the number of copies of each issue sold through subscriptions and newsstands

Culture - That complex whole which includes behavior patterns, values, beliefs, symbols, expressions of creativity, institutions, and other human-made components of society. There are unique achievements of a human group within this framework that "culturally" distinguish one group from another. Culture is learned. (Minneapolis Public Schools)

Ethnic Group - An involuntary group of people who are bound by a national origin, culture, and/or race who share an inter-dependence of fate (Minneapolis Public Schools)

Minority Group - Any group of people who by race or ethnic identity is considered a minority population in the United States

Multicultural - The presence of, or reference to, three or more cultures (Minneapolis Public Schools)

Multiracial - The presence of or reference to three or more races

Periodicals - Unless otherwise noted, referred to and used interchangeably with the word "magazines"

Readership - In magazine publishing, a figure determined by multiplying the average number of copies sold (circulation) by an estimated number of people who read each copy

Tokenism - A show of accommodation to a demand, principle, etc., by a small, often merely formal, concession to it (Webster's 2nd Collegiate Dictionary)

CHAPTER II

REVIEW OF THE LITERATURE

To achieve the goal of providing a wide variety of multicultural materials in the school library media center, the process of evaluating periodicals for use and purchase is just as important as that for other educational resources.

Unfortunately, there has been very little research published on children's periodicals, much less on the effect of their use in the school curriculum. According to Kelly (1984), "There is disappointingly little scholarship on American children's periodicals and much of what has been done is highly selective--devoted to a mere handful of magazines and relatively inaccessible." Kelly cited two of the "newest" reports: Margaret Irene Koste's 1962 study "Evaluation of Magazines Published for Children in America" (PhD dissertation, Ohio State) and an even older study, M. C. Schiffler's "Critical Analysis of Juvenile Periodicals, 1940-1950" (MSLS thesis, Western Reserve, 1951).

One of the few studies done on the place of periodicals as a curriculum resource is also an older one--Ruth Burton Laird's Magazines in the Classroom as a Teaching Tool, 1969. An ERIC search yielded just one recent study on the use of magazines in the curriculum.

Olson et al (1989), in a study of fourth through ninth grade teachers, found that over half of the 584 classroom teachers surveyed said they used magazines to teach content areas. Because of the frequency of publication, a magazine can contain more up-to-date and specialized information on current issues than can textbooks. According to Olson, "carefully chosen, [magazines] can be an integral part of reading and learning content."

Many educators agree on the value of magazines as a tool to promote reading (Seminoff, 1986, Richardson, 1983, Cullinan, 1990). Seminoff listed other benefits of magazines as an educational resource:

1. They are current, related to students' interests, provide commentary to events as they happen in society.
2. They have a wide range of readability, both in interest areas and in levels of difficulty in materials presented.
3. They contain both fiction and non-fiction, and frequently present a variety of genres--poems, short stories, essays, quotes, facts, and experiments-- in one issue.
4. Content and format offer students various language encounters-- visual aids, activities, i.e. crossword puzzles, mazes, contests, recipes.
5. Illustrations and photographs provide another source of reading materials through which teachers can improve a student's comprehension.
6. Relatively low cost makes them readily accessible.

Cullinan cited similar benefits, but added that magazines are a bridge to literacy. Many children who are not strong readers frequently will choose magazines instead of books.

All of these features make periodicals an important addition to a school library media collection, particularly their advantages of timeliness and low cost. As a budget item, though, periodicals represent a sizable expenditure-- another reason careful selection is needed.

According to a study done by the Center for Education Statistics, U. S. Department of Education, in 1985 and 1986, reported in Information Power (1989), an elementary school media center providing a high level of service to students and staff spends, on the average, $1.70 to $2.67 per pupil per year for periodicals. A high-service middle school spends an average of $2.97 to $5.89 per pupil. (The lower number in each pair represents schools with populations over 500; the larger number is from smaller schools. The smaller the school population, the greater the per-pupil cost). The total amount spent on periodicals in these schools would then range between $1000 to $3000 per year, or approximately 10-20 percent of the total collection budget.

Miller and Shontz (1989) reported in their latest budget survey that the average library media specialist spent $865 on periodicals. This figure included magazines and journals for both student and professional use and represented about 10 percent of the library media center's annual collection budget, an amount similar to that found in the study reported in Information Power.

In addition to magazines representing a large budget expenditure, the growing number of titles available for purchase

each year makes the selection process more difficult. According to an article in a recent issue of Time (April 24, 1989), "In the past two years alone, the number of children's publications tracked by the Educational Press Association of America has nearly doubled from 85 to 160, bringing their total circulation to an impressive 40 million."

Among the many magazines available are several which are aimed specifically at a particular racial or ethnic group, i.e. Ebony (African-Americans), Shofar (Jewish), and Daybreak Star (American Indian). Others have the express goal of teaching about world cultures: Faces, Skipping Stones., Short Story International, and Calliope. Appendix B contains a more complete list.

There are also adult magazines such as National Geographic, frequently purchased for school library media centers, that have a multi-national or multicultural focus. The majority of children's magazines, however, are aimed at a general audience, and those are the ones from which school librarians must select titles to support the school's curriculum and the interest areas of the students served.

Summary

Research showed that children's periodicals can be an important educational resource not only to teach and promote reading, but also to enhance the content areas of the curriculum. Purchasing periodicals can also represent a sizable expenditure in the school library media center budget. Because of these reasons, and with the additional requirement that the periodicals selected help meet the school's goal in providing multicultural resources, media center personnel need guidelines for use in their selection process.

CHAPTER III

PLAN FOR THE STUDY

To give the elementary or middle school library media specialist a guideline for selecting magazines that reflect a multicultural emphasis, this study analyzed fifteen of the most popular (as defined by circulation) magazines published in the United States for an audience of children in the ten-to-twelve-year-old age range.

Parts of the Survey

The study was comprised of three sections:

1) The editor of each of the fifteen magazines was contacted by mail and asked whether that magazine had a policy, written or unwritten, concerning the portrayal of children from various racial and ethnic backgrounds.

2) An evaluation tool was designed, based on the one published by the Council on Interracial Books for Children (1974) for use in analyzing children's trade and textbooks, and on three other tools used in the Minneapolis Public Schools.

3) The checklist was then used to analyze three randomly selected issues, published in 1990, of each of the fifteen magazines. The magazine titles were selected on the basis of

A) having the largest circulation figures. This data was obtained from correspondence with each magazine's subscription manager or from the magazine's semi-annual circulation report.

B) having a targeted audience of children ages 10-12. That age group was chosen for two reasons.

At that age a child's self-concept is developing. The desire to conform in matters of taste and fashion and to accept the values of the peer group, according to Smart and Smart (1973), reaches a higher level in the middle grades. Magazines have long been used by children as a way of learning about the newest fads and fashions. How he/she sees, or fails to see, members of his/her own racial group portrayed can have an effect on his/her self-esteem.

The other reason for studying that age group was, during the middle grades, or around ages ten and eleven, according to Alejandro-Wright (1985), children begin to achieve a fuller understanding of racial categories. What they see or don't see in magazines may affect their attitudes about members of other racial or ethnic groups. Smart and Smart pointed out, "Six year-olds learn of foreign peoples mainly from their parents, films and television; 10-14's get most of their information from mass media. Probably there is a relationship between this increase in

stereotyped thinking and the change in sources of information. Perhaps the mass media offer broad generalizations which encourage stereotypes."

When the magazines that fit the two criteria were selected, the checklist was used to record the treatment of children or adults from the following racial or ethnic groups:

1. American Indians or Alaskan Natives
2. Asian Americans or Pacific Islanders
3. Black Americans/ African Americans
4. Hispanic Americans
5. Other

These are the groups targeted by the Minneapolis Public School's Education Plan (1988). The category of "other" was used to include references to members of ethnic groups based on nationality or religion, rather than on race, and was used also when the minority group represented was not easily identifiable.

Specific content areas that were analyzed were 1) articles (fiction, nonfiction, biography, poetry), 2) the accompanying illustrations or photographs, and 3) advertisements (in those magazines that contain ads).

Results were analyzed to determine what percentage of articles, illustrations and advertising in each issue portrayed minority-group members, and then whether that portrayal was positive or contained elements of stereotypes or tokenism. An example of a stereotype would be showing African-Americans only in roles as athletes or entertainers. Tokenism might be found in

articles that give minority children roles only as the "sidekicks", never the "heroes," or in illustrations where Caucasian faces have merely been darkened to represent multicultural inclusion.

When the checklists were completed, the results were used to rank the magazines according to the frequency of multicultural references, and then to compare the magazines having an editorial policy concerning multicultural awareness with their rankings in the survey.

Methodology

Letters were sent to the editor of each magazine inquiring whether the magazine had an editorial policy or mission statement regarding multicultural sensitivity. A chart was made recording the replies so that it could be compared with the results of the study.

To analyze the multi-cultural awareness shown by each of the magazines studied, three randomly-selected issues of each of the fifteen titles were examined. A count was made of the number of articles in each dealing with people. Then each article was read to see if children or adults from minority groups were featured or included in the article. If so, that article was noted. A ratio between the total number of stories portraying people and those with people from minority groups was shown as a percentage. In some cases the article was a very small segment of a page--one-quarter or less. In those situations, the article was counted

as a decimal unit (.25, for instance.) Notations were also made on whether the focus of the article was positive or not, using the headings "Role/Values Shown," "Lifestyle," "Stereotype," or "Tokenism." The racial or ethnic groups of the minority shown in the article was coded by number. (See appendix E)

Illustrations were tabulated in a similar manner. The number of all illustrations showing people was counted and then a count was made of those showing minority-group children or adults. A full-page "comic book" format, as found in several magazines, was counted as one illustration. It was often difficult to determine from illustrations, especially if they were artists' sketches rather than photographs, which racial group was being represented. In most of those cases, the group represented was coded #5 "Other." Notations were made if the illustration seemed to represent a stereotype or tokenism.

The information about the advertisements was recorded according to the same procedure used for illustrations.

CHAPTER IV

PRESENTATION OF THE FINDINGS

The purpose of the study was to analyze the multicultural awareness shown in fifteen popular children's periodicals as a means of assisting school library media personnel in selecting periodicals that support a multicultural curriculum. This was done, first, by inquiring whether each magazine had an editorial policy regarding the inclusion of children and adults from minority racial and ethnic groups in the contents of the magazine. Then a checklist was developed to analyze the percentage of articles, illustrations and advertisements that featured or referred to people from minority groups. The information obtained from the checklist was used to rank the magazines according to their apparent sensitivity toward multicultural issues.

Editorial Response: Policy

The first part of the study was a survey on editorial policy. Each editor was contacted by mail and asked if the magazine had an editorial policy or mission statement dealing with the inclusion of minority-race children in the magazine. (Appendix C)

Ten of the fifteen or 67 percent of the editors replied to the letter. All but one of those responding said they had either a written policy or an unwritten one. (See Table 1)

Table 1

Editorial Policy

Written Policy	Unwritten Policy	No Policy	No Answer
Jr. Scholastic	Boys' Life	Teen	3-2-1 Contact
Cobblestone	Highlights		U. S. Kids
Ranger Rick	SI for Kids		Barbie
National Geographic World	Odyssey		Cricket
	Kid City		Zillions

Four of the magazine editors responded that they did have an editorial or corporate policy referring to multicultural issues:

Junior Scholastic

The most complete policy was that of Junior Scholastic. Their page-long corporate policy included these excerpts:

Scholastic produces educational materials to assist and inspire students...

* To become familiar with our cultural heritage...
* To help build a society free of prejudice and hate, and dedicated to the highest quality of life in community and nation...

We believe in:

* The worth and dignity of each individual
* Respect for the diverse groups in our multicultural society . . . We oppose discrimination of any kind on the basis of race, creed, color, sex, age, or national origin.

(Junior Scholastic, Oct. 19, 1990)

National Geographic World

Included in the lengthy National Geographic World policy are these goals:

> *To promote understanding of various races, cultures, religions and customs by portraying them accurately and positively, in a way that readers can relate to.
> *To give readers positive images of themselves by showing young people as doers and achievers; to show that children can make a difference in the world.
> *To dispel stereotypes-- racism, sexism, ageism, and stereotypes of the disabled. (White, 1991)

Ranger Rick

The section of the Ranger Rick Writers' Guidelines dealing with diversity is very brief.

"Avoid the stereotyping of any group. For instance, girls can enjoy nature and the outdoors as much as boys can, and mothers can be just as knowledgable as fathers. Stories with an ethnic flavor are welcome." (Bishop, 1990)

Cobblestone

Cobblestone magazine has borrowed the wording of its policy from the State of California Grade Five History Curriculum:

"Wherever possible, events should be seen through the eyes of participants such as explorers, American Indians, colonists, free blacks and slaves, children or pioneers." (Yoder, 1990)

Five of the editors replied that their magazines had no formal policy, but all indicated they did have an unwritten philosophy.

Boys' Life

The editor replied, "As a publication of the Boy Scouts of America, Boys' Life reflects the composition of the national membership of the BSA. Although we have never found it necessary to prepare a written policy, all our contributing artists and writers are made aware of the nature of our readership, and all advertisers, as a simple matter of survival, must take careful notice of the audience they want to reach." (McMorris, 1990)

Highlights for Children

Kent Brown, Jr., editor of Highlights for Children reported, "We do not have a policy. We do not have a formula. We do not have quotas. We do have an ongoing philosophy to include peoples from all parts of the human family, and we work very hard to do so. You will see that each issue of Highlights portrays youngsters and adults from diverse cultural and ethnic backgrounds. Indeed, we seek out stories, articles, and illustrations which enhance our presentation of diversity."

(Brown, 1990)

Kid City

Another magazine with an unwritten policy is Kid City. "Our editorial mission is to be as inclusive as possible. We try to make sure that we include many photos of kids all races and ethnic types, and we also try to include kids who are physically or mentally challenged in some way.

"It is not a written policy, nor is there any kind of 'formula' involved. It is a matter of our corporate mission, integrated to our work. We would encourage advertisers to be multi-cultural also, but do not make it a policy for acceptance."

(Hunter-Bone, 1990)

Odyssey

"Because Odyssey's content is limited to astronomy and space exploration, and because we carry very little advertising we have no written guidelines on portraying persons of varied cultures. However, we are sensitive to this issue. . ."

(Mack, 1991)

Sports Illustrated for Kids

The editor responded, "SI for Kids has no written policy regarding cultural sensitivity. However, our staff is very careful to present kids from varied cultural, racial and economic backgrounds in our text and illustrations, and to do so with sensitivity and balance." (Neff, 1990)

The editors of the other five magazines did not respond to the letter of inquiry.

Editorial Response: Advertising

Another question posed to the editors was whether the editorial policy concerning multicultural inclusion extended to the advertisements carried by the magazine. Ten of the fifteen magazines do accept advertising. Of those ten, three (30 percent) said their multicultural policies extended implicity to their advertisers: (Boys' Life, Kid City, and Odyssey.)

Results of the Survey: Articles

The articles contained in each of the three issues of the magazines included in the survey were analyzed to see if they featured or referred to children or adults of minority racial or ethnic groups. The percentage of articles that did concern minority groups in each issue of every title were recorded. The percentages are shown in Table 2.

Table 2

Percentages of Articles Referring to Minority Group Members by Issue

Title	Issue 1 Percentage	Issue 2 Percentage	Issue 3 Percentage	Average Percentage
Barbie	33 (Wint)	0 (Sum)	22 (Fall)	18
Boys'Life	25 (Mar)	4 (Apr)	7 (Dec)	12
Cobblestone	33 (Jan)	38 (Mar)	25 (May)	32
Cricket	25 (Jan)	8 (May)	20 (July)	17
Highlights	15 (Jan)	10 (Jun)	11 (Dec)	12
Jr. Scholastic	38 (2/16)	25 (5/20)	46 (10/19)	36
Kid City	0 (J/F)	12 (June)	36 (Dec)	16
Nat. Geo. World	25 (Jan)	25 (June)	18 (Nov)	22
Odyssey	0 (June)	28 (Sept)	20 (Dec)	16
Ranger Rick	33 (Jan)	0 (May)	25 (Sept)	19
SI for Kids	20 (Feb)	41 (May)	33 (Nov)	31
'Teen	2 (Mar)	12 (Sept)	5 (Nov)	6
3-2-1 Contact	12 (J/F)	18 (July)	0 (Nov)	10
U. S. Kids	50 (Feb)	62 (J/A)	57 (Oct)	56
Zillions *	0 (F/M)	8 (J/J)	7 (Sept)	5

*entitled Penny Power until August 1990

Since population predictions indicate that by the year 2000, one of every three school-age children will be from a minority group (Klinghoffer, 1988), for the purpose of this study, magazines with an average percentage of articles featuring or with references to minority group members ranging between 20 and 30 percent of the total were considered to be exhibiting good multicultural awareness. Those above 30 percent ranked as

exemplary, and below 20 percent rated as not being as sensitive to multicultural awareness as they might be.

Table 3

Average Percentage of Articles Referring to Minority Group Members Ranked by Magazine Title (based on three randomly-selected issues per title)

Percentage	Title
56	U.S. Kids
36	Junior Scholastic
32	Cobblestone
31	Sports Illustrated for Kids
22	National Geographic World
19	Ranger Rick
18	Barbie
17	Cricket
16	Kid City
12	Highlights for Children
12	Boys' Life
10	3-2-1 Contact
6	Odyssey
6	'Teen
5	Zillions

Only five of the fifteen magazines (30 percent) ranked above the 20 percent level in their inclusion of articles featuring or referring to children or adults from minority racial or ethnic groups. Four of these five titles were above the 30 percent level. Four ranked between 16-19 percent, and the other six magazines included 12 percent or fewer articles featuring or referring to minority-group people.

Most of the references to minority-group members seemed to be positive in the lifestyles and values shown in the articles. There were some instances of stereotyping found in the magazine articles. The most commonly-found example of a stereotype was showing Black adults most frequently as athletes or as entertainers. This was observed in several of the magazines. The only minority-group adult role models shown in other careers in the magazine issues studied were as follows: three in National Geographic World-- an Oriental woman veterinarian (January); a Black male who started a Little League program for his son in Harlem (November); and a Black fireman (January). Junior Scholastic featured Nelson Mandela, a Black South African political leader (April 20); profiles of many world leaders (October 19); and a Black Civil War soldier (February 16). The January issue of Ranger Rick featured highly-skilled Japanese chefs. Highlights for Children included a fiction story about a Black father who was his son's primary caretaker.

The most noticeable stereotype was found in a story in Cricket (July) portraying Arabs as cruel and dishonest thieves.

Results of the Survey: Illustrations

The illustrations were analyzed using the same criteria as the articles. Then they were ranked according to the average percentage of illustrations that included minority-group people in the three issues of each title. Nearly every magazine in the

survey rated well in portraying minority children and adults in the illustrations accompanying the articles.

Table 4

Average Percentages of Illustrations Portraying Minority-Group Members in Each Magazine

Title	Percentage
U.S. Kids	51
Kid City	43
Junior Scholastic	40
National Geographic World	35
Barbie	33
Sports Illustrated for Kids	33
Ranger Rick	32
Highlights for Children	28
Cobblestone	26
Zillions	26
Cricket	23
Odyssey	21
Boys' Life	20
3-2-1 Contact	18
'Teen	7

As Table 4 shows, only two titles depicted minority-group children or adults in less than 20 percent of the illustrations (3-2-1 Contact and 'Teen). This would indicate that most magazines are demonstrating good or examplary multicultural awareness in their choice of illustrations. Nearly every illustration used presented a positive view of the minority represented.

Stereotypes in the illustrations were rare; only three were found: 1) National Geographic World(November) included a story about young Black children learning photography while living in a shelter for the homeless. This could be viewed as an unfair stereotype of African-Americans as poor and homeless since the only subjects in the photographs were Black. 2) In the November issue of Sports Illustrated for Kids, a parody on the history of basketball portrays Aztec and Olmec Indians as being ignorant and dim-witted. 3) The illustration accompanying the story in Cricket already mentioned, "Mountain of Pearl," pictures an Arabic sheik as a fat, bare-chested man seated among the women in his harem.

In many cases the use of minority children or adults did seem like tokenism. Many illustrations were photographs or drawings of groups with one or two dark faces included. A commonly-found arrangement in a group of children included one African-American, one Oriental, and two or three white children.

Seven of the 45 covers (16 percent) of the issues selected for the study featured minority children or adults: Kid City (all three issues), Sports Illustrated for Kids, U.S. Kids, Odyssey, and Junior Scholastic.

Results of the Study: Advertising

The data on advertisements was analyzed in a manner similar to that of the illustrations. In each issue of each magazine, the number of ads portraying children or adults from minority groups

was compared to the total number of ads which included people. A percentage was calculated for each issue, and then an average was found for the three issues of each title.

Ten of the fifteen magazines (67 percent) in the study accept advertising in their magazines. Of those, two (Cricket and Ranger Rick) run ads only for their own organizations.

Of the ten magazines, four ranked above the 20 percent level in including minority people in their advertisements.

Table 5

Average Percentages of Advertisements Portraying Minority-Group Members in Each Magazine

Title	Percentage
Kid City	41
Sports Illustrated/Kids	35
U. S. Kids	33
Junior Scholastic	28
Barbie	17
3-2-1 Contact	16
Boys' Life	12
'Teen	9
Cricket	8
Odyssey	0
Ranger Rick	0

Only three of the magazine editors who responded to the question about editorial influence on advertising indicated that their policies on multicultural sensitivity extended tacitly to

their advertisers: Boys' Life, Kid City, and Odyssey. Of those three, only Kid City ranked high in its inclusion of minority-group children or adults in its advertisements.

Since many of the same advertisements were found in two or more issues of the same or different magazines, instances of stereotypes or tokenism were encountered often.

Stereotypes were identified most frequently in the use of Black athletes to advertise products such as basketball cards for collecting, basketball shoes, and breakfast cereal. Celebrities such as basketball star Michael Jordan and Michael Jackson, the singer, appeared in several ads. Another stereotype and the use of tokenism occurred in an ad for a television cartoon show, "The Planeteers," included in several of the magazines. The illustration for the advertisement includes a group of people. The leader is white, and the supporting figures include an Black man, Oriental woman, and woman colored bright pink, representing a Native American. Another ad for a shoe store showed a sketch of a Native American sitting cross-legged with a bare chest and wearing a full-headdress.

Tokenism was also frequently seen in advertisements showing a conventional group that always included one Black child and one Oriental child among the three girls and three boys pictured. An ad seen several times, promoting a brand of canned fruit, shows a drawing of a large group of people with several faces and arms colored brown to represent minority-group people.

Results of the Survey: by Racial or Ethnic Group

To determine how frequently each minority group was included in each of the magazines, a count was made of the references to minority-group members by racial or ethnic group. This information was obtained from the coding in the checklist (See appendix E). Table 6 shows the total number of references to minority groups in the three issues of each title studied and the number of references to each group. Table 7 presents the same information as percentages.

Table 6

The Number of References to Minority Groups by Individual Group*

Title	1	2	3	4	5	Total
Barbie	1	8	17	3	0	29
Boys'Life	0	3	17	1	2	23
Cobblestone	10	0	10	2	0	22
Cricket	6	0	4	0	7	17
Highlights	2	3	10	0	1	16
Jr. Scholastic	0	4	23	2	1	30
Kid City	3	2	13	1	2	21
Nat. Geo World	2	7	6	1	1	17
Odyssey	3	4	3	0	0	10
Ranger Rick	0	2	3	1	0	6
SI for Kids	2	10	45	3	0	60
'Teen	0	8	29	1	1	39
3-2-1 Contact	0	2	15	4	0	21
U. S. Kids	1	17	26	0	3	47
Zillions	0	2	17	7	0	26

*Key: Group 1 = American Indian or Alaskan Native
Group 2 = Asian Americans or Pacific Islanders
Group 3 = Black Americans/ African Americans
Group 4 = Hispanic Americans
Group 5 = Other

The category "other" was used to include members of ethnic groups based on religion or nationality. It was also used as the category for minority references that could not be identified as belonging to one of the other racial groups. It was found in the study that references were made to these religious or national ethnic groups: Jews, Arabs, Egyptians, Greeks and Turks.

Table 7

The Percentage of References to Minority Group by Individual Group *

Title	Group 1 (percent)	Group 2 (percent)	Group 3 (percent)	Group 4 (percent)	Group 5 (percent)
Barbie	3	28	59	10	0
Boys' Life	0	13	74	4	9
Cobblestone	45	0	45	9	0
Cricket	35	0	24	0	41
Highlights	13	19	63	0	6
Jr. Scholastic	0	13	77	7	3
Kid City	14	10	62	5	10
Nat.Geo. World	12	41	35	23	6
Odyssey	30	40	30	0	0
Ranger Rick	0	33	50	16	0
SI for Kids	3	17	75	5	0
'Teen	0	21	74	3	3
3-2-1 Contact	0	10	71	19	0
U. S. Kids	2	36	55	0	6
Zillions	0	8	65	27	0
Average:	10	19	57	9	6

The average represents the percentage of references to each racial/ ethnic group in all issues of the magazines studied.

* Key: Group 1 = American Indians/ Alaskan Natives
Group 2 = Asian Americans/ Pacific Islanders
Group 3 = Black Americans/ African Americans
Group 4 = Hispanic Americans
Group 5 = Other (includes ethnic groups based on nationality or religion)

The estimated percentages of minority-group children between the ages of five and fourteen in the United States in 1988, according to U.S. Census figures (Statesman's Yearbook, 1990) are shown in Table 8. Census figures from the 1990 census were not yet available at this date, but it is expected that the percentages of Asian-American and Hispanics will have risen substantially.

Table 8

A Comparison of Minority References as Found in the Magazines Surveyed with U. S. Census Figures for Children Age 5-14

Group	Percentage of Minority references in survey magazines	Estimated percentage of population *
American Indian/ Alaskan Native	10	3
Asian American/ Pacific Islander	19	6
African American	57	54
Hispanic	9	37
Other	6	not available

* U. S. Bureau of the Census. Statistical Abstract of the U. S. 110th edition. Washington, DC, 1990:

These comparisons indicate that the African-American group appears to be represented in the magazines in proportion to its percentage of the population. The Hispanic group seems to be underrepresented, while the Asian and American Indian groups are portrayed in greater proportion than their actual segments of the population. It was noted, however, that none of the references to American Indian children or adults is contemporary for today's young readers. Every reference made was from an historical perspective.

Summary

The findings of the study showed that most of the fifteen magazines surveyed seem to be attentive to the issue of multicultural inclusion in the material published. There is a smaller percentage doing a good job (30 percent) at portraying minorities in the articles, while a majority of the magazines (80 percent) included minority-group members in at least twenty percent of the illustrations. Advertisements featuring minority groups were included in 36 percent of the magazines that accept advertising. Most references to minority groups in the magazines portrayed positive values and role models, although there were some instances of stereotyping and tokenism observed.

The presence of an editorial policy or philosophy usually, but not always, correlated with a magazine's high ranking in the survey.

CHAPTER V

CONCLUSIONS

The purpose of this study was to analyze the multicultural awareness shown in the articles, illustrations and advertisements found in children's periodicals. The information will help elementary and middle school library media personnel to better select periodicals that support a school's goal in providing a multicultural curriculum. Three issues each of fifteen of the most popular magazines were analyzed to determine how frequently references were made to children and adult from minority racial and ethnic groups. In addition, notations were made about the role models and values shown, as well as whether examples of stereotyping and/or tokenism were found. The editor of each magazine was also contacted and asked whether that magazine had an editorial policy regarding multicultural inclusion.

With the information learned in this study, some conclusions can be made about children's periodicals and their sensitivity toward multicultural issues.

1. Most of the children's magazines analyzed for this study are doing a good to exemplary job of exhibiting multicultural awareness in their illustrations and advertising. In most magazines surveyed, however, the percentage of articles featuring

or referring to minority-group children or adults is not yet representative of the population.

2. There still is a tendency toward tokenism, especially in the illustrations. There seems to be a "formula" found in many photos and drawings-- a group picture of one Black child, one Oriental child, and two or three white children together.

3. Stereotypes in children's magazines are rare, but appear most often in pictures of American Indians and in showing Black male role models most frequently as athletes or entertainers.

4. The evaluation tool designed for the study was effective and appropriate for its purpose. The checklist used is included in Appendix E.

5. The percentage of representation of a particular race or ethnic group approximates the 1988 Census Bureau estimates, especially for the African-American and Native American populations. Asian-Americans would appear to be over-represented and Hispanics under-represented. However, increases in the percentage of children in both of those groups are expected to be significant when the 1990 census figures are complete.

6. Media personnel will be able to use the information reported in this study to help make selections for magazine purchase. Many of the magazines not ranking high in multi-cultural sensitivity are still valuable resources in the media center or classroom because of their high-quality treatment of subject matter.

Knowledge about the magazine's inclusion of minority-race

children and adults will aid the school library media personnel in assisting students and teachers to make more balanced selections of materials.

Recommendations for Further Study

This study presented a preliminary look at the multicultural awareness shown in popular children's magazines, but much more intensive research could be done to learn more information about the topic.

1. A survey of children's usage and attitudes should be conducted, especially regarding their perceptions of multicultural awareness. Although magazines frequently survey their subscribers to determine interests and preferences, a survey done in a school setting would attract a greater cross-section of children and provide important information for educators as well as for magazine publishers.

2. A more intensive content analysis than that done here of any one of the titles used in the study might provide more detailed and accurate information on that magazine's inclusion of minority-group people. An historical study covering ten years or more would be even more interesting by revealing the progress made by a particular magazine in developing multicultural awareness.

3. The role of magazine advertising in shaping children's attitudes about self-esteem and interpersonal relations,

especially concerning minority- group children, would also provide important information.

4. Of the two magazines in the survey aimed specifically at girls, 'Teen ranked poorly in all areas. A study of the importance of role models in developing goals and a positive self-image for minority pre-adolescent and adolescent girls might be valuable for publishers as well as for educators.

Summary

The study showed that most of the popular children's periodicals do include minority children and adults in a positive way in their articles, illustrations and advertising. The editorial policies of most magazines also demonstrate an awareness and sensitivity for multicultural issues. Elementary and middle school library media personnel can use this information for guidance in selecting magazines that support a school's goal of providing a multicultural curriculum.

BIBLIOGRAPHY

Alejandro-Wright, M.N. "A Child's Conception of Racial Classification." Beginnings: The Social and Affective Development of Black Children. Ed. Margaret Spencer. Hillsdale, N.J.: L. Erlbaum Assocs. Inc., 1985.

Banks, James. Multicultural Education Issues and Perspectives. Boston: Allyn and Bacon, 1989.

Bishop, Gerry. Letter to researcher. Dec. 1990.

Bracken, Jeanne. Books for Today's Young Readers: An Annotated Bibliography of Recommended Fiction for Ages 10-14. Old Westbury, NY: Feminist Press, 1981.

Brown, Kent L. Jr. Letter to researcher. 17 Dec. 1990.

Browne, J. R. Multicultural Resource Handbook. Brookline, Mass.: Public School of Brookline, Massachusetts, 1977.

Cullinen, Bernice E. "Children's Magazines: Fun and Informative." Magazines for Children. Ed. Donald R. Stoll. Glassboro, N.J.: Educational Press Association of America, 1990.

Cullinen, Bernice E. "Children's Magazines and Newspapers." Literature and the Child. 2nd ed. New York: Harcourt Brace Jovanovich, 1989.

Council on Interracial Books for Children. Guidelines for Selecting Bias-Free Textbooks and Storybooks. New York: Council for Interracial Books for Children, 1980.

Derman-Sparks, Louise. Anti-Bias Curriculum Tools for Empowering Young Children. Washington, D.C. : National Association for the Education of Young Children, 1989.

Eldenier, Connie Wright. Children's Writer's and Illustrator's Market. 2nd ed. Cincinnati: Writer's Digest Books, 1990.

Fort, Jane. "Selected Resources for Multicultural Education," Clearing House 60 (April 1987), 353-4.

Gollnick, Donna and Philip C. Chinn. Multicultural Education in a Pluralistic Society Columbus, Ohio: Merrill, 1980.

Guidelines for Bias-Free Publishing. Hightstown, New Jersey: McGraw Hill, 1983.

Hunter-Bone, Maureen. Letter to researcher. Jan. 1991.

Katz, W. A. and L. S. Katz. Magazines for Libraries. 6th ed. New York: Bowker, 1989.

Kelly, Gordon. Children's Periodicals of the United States. Westport, CT: Greenwood Press, 1984.

Klinghoffer, Mark. "Multicultural Education," Media and Methods 25 (Nov./Dec. 1988), 81-82.

Kruse, Ginny Moore and Kathleen T. Horning. CCBC Choices: Multicultural Children's and Adult Literature 2nd ed. Madison, WI: Cooperative Children's Book Center, 1989.

Laird, Ruth Burton. Magazines in the Classroom as Teaching Tools np: Magazine Publishers Association, 1969.

McMorris, William. Letter to researcher. 12 Dec. 1990.

Mack, Nancy. Letter to researcher. 14 Jan. 1991.

Miller, Marilyn and Marilyn L Shontz. "Expenditures for Resources in School Library Media Centers." School Library Journal (June 1989), 31-40.

Minneapolis Public Schools. Multicultural and Gender-Fair Education Plan. Minneapolis Public Schools, 1989.

Neff, Craig. Letter to researcher. 21 Dec. 1990.

Norton, Donna E. "Multiethnic Literature." Through the Eyes of Children: An Introduction to Children's Literature. 2nd ed. Columbus, Ohio: Merrill, 1983.

Olson, Mary, Thomas C. Gee, Nora Forester. "Magazines in the Classroom: Beyond Recreational Reading." Journal of Reading (May 1989): 708-15.

Richardson, Selma. Magazines for Children. Chicago : American Library Association, 1983.

Richardson, Selma. Magazines for Young Adults. Chicago : American Library Association, 1984.

Sametz, Lynn. Educators, Children and the Law. Springfield, IL: C.C. Thomas, 1985.

Seminoff, Nancy Wiseman. "Children's Periodicals Throughout the World: An Overlooked Educational Resource," The Reading Teacher 39 (May 1986), 889 ff.

Sleeter, Christine E. and Carl A. Grant. Making Choices for Multicultural Education: Five Approaches to Race, Class and Gender. Columbus, Ohio: Merrill, 1988.

Smart, Mollie S. and Russell C. Smart. School-Age Children: Development and Relationships. New York: Macmillan Co., 1973.

Stoll, Donald R. ed. Magazines for Children. Glassboro, N.J.: Educational Press Association of America, 1990.

Tanyzer, Harold. Reading Children's Books and Our Pluralistic Society. Newark, DE : International Reading Association, 1972.

"Tapping the Kiddie Market," Time 133 (24 April, 1989), 74.

U. S. Bureau of the Census. Statistical Abstract of the U. S. 110th edition. Washington, DC, 1990: 38-40.

White, Nancy J. Letter to researcher. 19 Feb. 1991.

Yoder, Carolyn. Letter to researcher. 12 Dec. 1990.

APPENDIX A

LIST OF MAGAZINES USED IN THE SURVEY

Barbie Magazine
Welsh Publishing
300 Madison Avenue
New York, NY 10017

Boys' Life
Boy Scouts of America
1325 Walnut Hill Lane
PO Box 152079
Irving, TX 75015-2079

Cobblestone: The History Magazine for Young People
Cobblestone Publishing
30 Grove Street
Petersborough, NH 03458

Cricket: The Magazine for Children
Open Court Publishing
PO Box 300
Peru, IL 61354

Highlights for Children
803 Church Street
Honesdale, PA 18431

Junior Scholastic
Scholastic, Inc.
730 Broadway
New York, NY 10003-9538

Kid City
Children's Television Workshop
One Lincoln Plaza
New York, NY 10023

National Geographic World
National Geographic Society
17 and M Streets NW
Washington, DC 20036

Odyssey
Kalmbach Publishing
21027 Crossroads Circle
PO Box 1612
Waukesha, WI 53187

Ranger Rick
National Wildlife Federation
8925 Leesburg Pike
Vienna, VA 22180-0010

Sports Illustrated for Kids
Time Inc. Magazine Company
1271 Avenue of the Americas
New York, NY 10020-1393

3-2-1 Contact
Children's Television Workshop
One Lincoln Plaza
New York 10023

Teen
Peterson Publishing
8490 Sunset Boulevard
Los Angeles, CA 90069

U. S. Kids
Weekly Reader Magazines
245 Long Hill Road
Middleton, CT 06457

Zillions (before August 1990: Penny Power)
Consumers Union of the United States
256 Washington Street
Mt. Vernon, NY 10553

APPENDIX B

OTHER MAGAZINES CITED

Calliope
(world history)
Cobblestone Publishing
30 Grove Street
Peterborough, NH 03458

Chispa
(Spanish-language)
Innovacion y Communicacion
S.A. de C. V.
Apartado Postal 19-456
Mexico, D. F. CP 01040
Mexico

Daybreak Star
(Indian children gr. 4-8)
United Indians of All Tribes Foundation
P. O. Box 99100
Seattle, WA 98199

Ebony
(African-Americans in the news)
820 South Michigan Avenue
Chicago, IL 60605
(Ebony Jr. has been discontinued)

Faces
(anthropology)
Cobblestone Publishing
30 Grove Street
Peterborough, NH 03458

Kui Tatk
(Science and math gr. K-12)
Native American Science Education
Resource Center
1228 M Street NW
Washington DC 20005

National Geographic
(world geography and cultures)
National Geographic Society
17 and M Streets NW
Washington, DC 20036

Shofar
(Jewish culture)
43 Northcote Drive
Melville, NY 11747

Short Story International
6 Sheffield Road
Great Neck, NY 11021

Skipping Stones: A Multi-Ethnic Children's Forum
80574 Hazelton Road
Cottage Grove, OR 97424

APPENDIX C

MAGAZINE LIST BY CIRCULATION

Title	Circulation	Topic	Age
Highlights	3,000,000	general	2-12
Boys' Life	1,434,486	boys	6-17
National Geo. World	1,200,000	nature, general	8-12
'Teen	1,100,000	fashion	12-18
Ranger Rick	1,000,000	nature	8-12
SI for Kids	850,000	sports	8-13
Jr. Scholastic	700,000	current events	10-13
Barbie	600,000	girls	5-13
3-2-1 Contact	425,000	science	8-14
Kid City	327,000	general	6-10
Zillions	200,000	consumers	8-14
U. S. Kids	189,208	general	5-10
Cricket	155,000	literature	6-12
Odyssey	104,203	astronomy, space	8-14
Cobblestone	48,000	Amer. history	8-14

Most magazines sell between one and ten percent of their subscriptions to schools or school libraries. Cobblestone mails 30 to 37 percent of their subscriptions to schools, and therefore, estimates readership at about 500,000.

APPENDIX D

SAMPLE LETTER TO EDITOR

December 5, 1990

Jonathan Rosenbloom
3-2-1 Contact
Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

Dear Mr. Rosenbloom:

To complete my Master's Degree program in Library Media Education at Mankato State University (Mankato, Minnesota), I am doing research on the most popular children's periodicals and their portrayal of children from various racial and ethnic backgrounds.

Would you be willing to share with me whether 3-2-1 Contact has a policy for writers and illustrators concerning sensitivity towards varied cultures in your magazine? Is the policy a written one? Is multi-cultural treatment an issue in accepting advertising?

I would appreciate any comments you might have on this issue, and, if you are interested, would be willing to send you the results of my study.

Thank you in advance for your cooperation.

Sincerely,

Mary J. Markes
7321 Wentworth Avenue South
Richfield, Minnesota 55423

APPENDIX E

SAMPLE LETTER TO CIRCULATION MANAGER

December 5, 1990

Jane Cazzoria
Circulation Marketing Manager
3-2-1 Contact Magazine
Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

Dear Ms. Cazzoria:

To complete my Master's Degree program in Library Media Education at Mankato State University (Mankato, Minnesota), I am doing research on the most popular children's periodicals.

Would you be willing to share with me information on your circulation?

1) What is the current circulation of 3-2-1-Contact?

2) Do you distinguish between "circulation", "readership", and "press run" ?

3) Can you estimate what percentage of your subscriptions are for school libraries?

Thank you very much for your cooperation.

Sincerely,

Mary J. Markes
7321 Wentworth Avenue South
Richfield, Minnesota 55423

APPENDIX F

CHILDREN'S PERIODICAL CHECKLIST

Periodical Title_____

Date of Issue_____ Publisher_____

Cost_____ Address_____

Frequency of Publication_____

Targeted Age_____

Targeted Interest Group_____

* * * * * * * * * * * *

Articles

A. Count

Number of pages articles/ features about people_____

Number of those references to minority groups_____

Percentage of pages or articles with references to minority groups_____

B. Content and Context of Each:

Group	Topic	Roles/Values Shown	Stereotype?	Tokenism?

Illustrations

A. Count

Number of illustrations portraying people_____

Number of illustrations with minority group people_____

Percentage of illustrations with minority group people_____

B. Content

Group	Topic	Stereotype?	Tokenism?

Advertising

A. Count

Number of advertisements showing people_____

Number of advertisements showing minority group people_____

Percentage of advertisements showing minorities_____

B. Content

Group	Product	Role	Stereotype?	Tokenism?

Key to code "Groups"

1= American Indians or Alaskan Natives
2= Asian Americans or Pacific Islanders
3= Black Americans/ African Americans
4= Hispanic Americans
5= Other - includes ethnic groups based on religion or nationality

Minnesota State Board of Education

703 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101 (612) 297-1925

Adopted 12/13/88

Multicultural and Gender-Fair Curriculum, Minnesota
Rules Part 3500.0550

Subpart 1. Establishment of a Plan

The school board in each district shall adopt a written plan to assure that curriculum developed for use in district schools establishes and maintains an inclusive educational program. An inclusive educational program is one which employs curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of:

A. the cultural diversity of the United States. Special emphasis must be placed on American Indians/Alaskan Natives, Asian Americans/Pacific Islanders, Black Americans, and Hispanic Americans. The program must reflect the wide range of contributions by and roles open to Americans of all races and cultures.

B. the historical and contemporary contributions of women and men to society. Special emphasis must be placed on the contributions of women. The program must reflect the wide range of contributions by and roles open to American women and men.

C. the historical and contemporary contributions to society by handicapped persons. The program must reflect the wide range of contributions by and roles open to handicapped Americans.

Subpart 2. Specifications for the Plan

The current plan must:

A. address the manner in which the multicultural and gender-fair concepts in Subpart 1, items A, B, and C, are to be incorporated into the curriculum goals, learner outcomes, and evaluation processes established in the district;

B. determine the extent to which the district curriculum advisory committee established by Section 126.666, Subdivision 3, will be involved in implementing this part;

C. include evidence of substantive involvement by women, persons of color, and handicapped persons in the development of the plan. In communities with no persons of color, the district shall utilize resource people available in the region, state, or nation whenever the plan is developed, reviewed, or revised;

D. include specific goals, objectives, and implementation timelines for the curriculum processes, content, and materials needed for each of the areas in Subpart 1.

E. include procedures for systematic monitoring and evaluation of the plan; and

F. include a description of the program planned to inservice all staff in the areas related to Subpart 1, items A, B, C, and Subpart 2, items D and E.

Subpart 3. Filing, Reports, Review, and Revision

A. The current plan must be on file in the administrative offices of the district and with the Commissioner of Education.

B. The district shall submit status reports on implementing the current plan as requested by the Commissioner.

C. The current plan must be reviewed at least every six years and be revised as necessary.

Effective Date

Minnesota Rules, part 3500.0550, is effective June 1, 1990. The plan required to be adopted under Subpart 1 must be adopted before that date and must be in effect and on file in the district and with the Commissioner of Education by that date.